
ADMINISTRATION AND SUPPORT SERVICES

EXECUTIVE SUMMARY

Technology systems provide tools for many purposes. The Actions and Recommendations for Teaching and Learning and those for Educator Preparation and Development focus on those purposes that are critical for learners — whether the learners are students, in a classroom or at a distant site, or teachers. In their roles as seekers and providers of knowledge, students and teachers alike rely on technologies for functions such as communications, research, analysis, and presentation.

Various Administrative Functions

Teachers also serve as managers of instruction. They can benefit from having access to non-secure information, made readily available electronically, about their students' strengths and needs.

Administrative and support services staff in school districts require sophisticated technological tools to accomplish their functions. These staff include those responsible for keeping track of student attendance, participation in special programs, student performance, the educational progress of mobile students, expenditures from multiple sources of funds, and local accountability information. Also included are those responsible for making decisions about food, transportation, and other services critical to the comprehensive and efficient operations of a school district.

Sharing the Challenge of Technology

The requirements of the Public Education Information Management System (PEIMS)

and of the Academic Excellence Indicator System (AEIS), in particular, challenge administrative staff to take full advantage of technology tools for data gathering, analysis, and distribution. It is imperative that administrative and support staff have access to both the tools and the professional development needed to effectively and efficiently learn to use these tools.

Furthermore, the rich information available through PEIMS can and should be shared, following decisions regarding security and confidentiality, with teachers, parents, and community members. The Commissioner's Plan for Information Access, embodied in the Actions and Recommendations in this section, seeks to strengthen and standardize the data produced by districts and to make these data available not only to educators and administrative decision makers but also to parents and other constituents of the public education system.

As the technological infrastructure, described in the next section, is established, PEIMS could also be redesigned to reduce paperwork, replace some data items with sampling methods, and improve the quality and timeliness of data acquisition and transmittal. This redesign will, in turn, make the information available through PEIMS even more accessible to and useful for both instructional and non-instructional personnel.

Meeting the Challenge

To meet these needs, the state will:

- coordinate actions to standardize state information reports from districts and campuses,
- plan for and construct a revised PEIMS,
- seek ways to use technology for student assessment and record-keeping purposes, and
- provide leadership in the use of data for sound decision-making.

Regional education service centers will also play a key role. They can assist school districts with selection of and training on appropriate data systems, and with revising PEIMS.

Schools will be asked to use technology-based data systems in planning and decision-making. They can use technology to offer parents and other community members access to non-secured data.

ADMINISTRATION AND SUPPORT SERVICES

ACTIONS AND RECOMMENDATIONS

State

	Short-term 1997-98	Mid-term 1999-2002	Long-term 2003-2010
<u><i>Actions by the Texas Education Agency</i></u>			
ADSS.TEA.1-12			
.1 Ensure the availability of technical assistance programs to promote efficiencies in non-instructional support services through technology	—————→		
.2 Provide leadership in examination and analysis of data to support sound decision-making	—————→		
.3 Create a comprehensive set of standardized state information reports by district and campus	————→		
.4 Plan for and construct revised PEIMS to reflect the changing role of TEA and to reduce reporting burdens on school districts	—————→		
.5 Develop and implement policies regarding information access and confidentiality	—————→		
.6 Provide for open access to non-secured data files	—————→		
.7 Improve mobility of information through common data standards		—————→	
.8 Include assistance in planning for and integrating technology as a core area for regional education service centers	—————→		
.9 Foster innovation in using technology to assess, document, and report student progress		—————→	
.10 Establish electronic student achievement records statewide for placement and for documenting progress, especially of mobile students		—————→	
.11 Design and implement initiatives for business and industry technology partnerships with education	—————→		
.12 Modify facilities technology standards to promote future demands for access		—————→	

Texas Higher Education Coordinating Board

ADSS.THECB.1

.1 Reduce barriers to instructional services delivered by technology through improved coordination with the Texas Education Agency, institutions of higher education, and other entities	—————→
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Regional

Short-term 1997-98	Mid-term 1999-2002	Long-term 2003-2010
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Recommendations to Regional Education Service Centers

ADSS.RESC.1-7

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|---|--------|--|--------|
| .1 Promote local district awareness of technology resources that assist local personnel in effective planning for school improvement | —————→ | | |
| .2 Provide technical assistance and support services to districts in selecting, securing, installing, and using technology systems to promote efficiency and effectiveness in district operations | —————→ | | |
| .3 Assist TEA and local personnel in revising and implementing PEIMS | —————→ | | |
| .4 Conduct training programs to assist districts in using technology resources in all aspects of school operations | —————→ | | |
| .5 Integrate support services with other community services, where appropriate | | | —————→ |
| .6 Assist coordination of school-community information resources | | | —————→ |
| .7 Maintain a capable and client-centered pool of expertise for supporting schools, districts, and individual staff, integrating technology into instructional management and administration | —————→ | | |

Local

Recommendations to Local Education Agencies

ADSS.LEA.1-6

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|--|--------|--------|--------|
| .1 Integrate planning for technology into all classroom, campus, and district planning | —————→ | | |
| .2 Integrate technology into instructional management and administration | —————→ | | |
| .3 Initiate and implement policies regarding parents' and community members' access to personnel and non-secured data through technology | | —————→ | |
| .4 Expand community access to school information through technology | | —————→ | |
| .5 Establish policies to encourage expanded use of school facilities | | | —————→ |
| .6 Coordinate school-community resources for technology | | | —————→ |

Local (cont'd)

Short-term 1997-98	Mid-term 1999-2002	Long-term 2003-2010
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Recommendations to Communities

ADSS.COM.1

- .1 Seek access to educational information resources available
by technology



Private Sector

Recommendations to the Private Sector

ADSS.PS.1

- .1 Develop and implement incentives for business and
industry technology partnerships with schools

